



Bell Street Middle

600 Peachtree Street
Clinton, SC 29325

Grades	7-8 Middle School	
Enrollment	524 Students	
Principal	Maureen S. Tiller	864-833-0807
Superintendent	Dr. Wayne Brazell	864-833-0800
Board Chair	Linda Darby	864-833-5773

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Average	Average
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

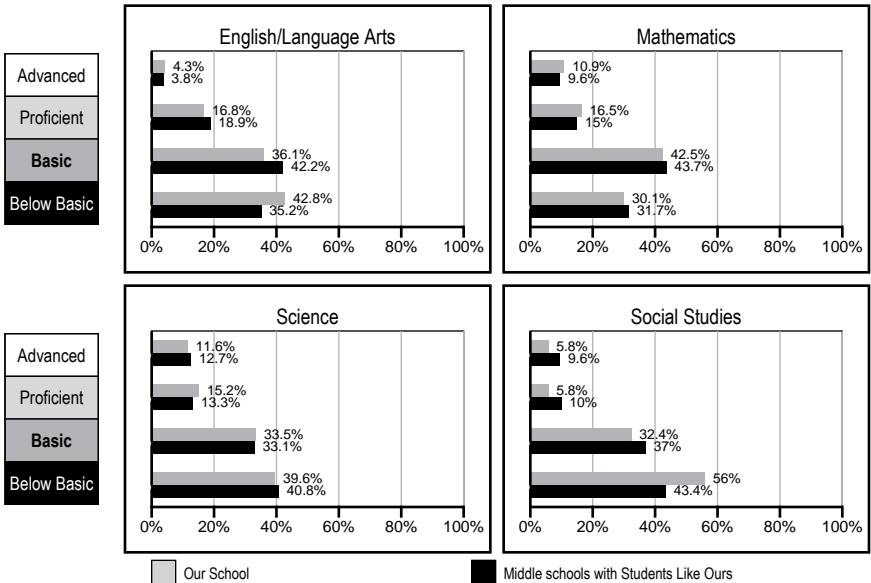
93.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	23	14

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	94.5
English 1	0	93.1
Physical Science	0	0
All Subjects	100.0	92.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=524)				
Students enrolled in high school credit courses (grades 7 & 8)	9.0%	Down from 11.3%	15.8%	19.4%
Retention rate	1.0%	Down from 4.2%	2.2%	1.8%
Attendance rate	94.7%	Down from 94.9%	95.7%	95.8%
Eligible for gifted and talented	14.3%	Down from 18.6%	13.0%	15.3%
With disabilities other than speech	19.2%	Up from 11.9%	14.1%	12.9%
Older than usual for grade	2.9%	Up from 1.5%	3.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.0%	0.9%	0.7%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	42.4%	Up from 41.2%	54.0%	55.0%
Continuing contract teachers	84.8%	Up from 76.5%	66.7%	70.6%
Teachers with emergency or provisional certificates	6.5%	Down from 7.4%	6.7%	5.4%
Teachers returning from previous year	83.0%	Down from 83.6%	79.7%	83.4%
Teacher attendance rate	95.7%	Down from 95.8%	95.0%	94.9%
Average teacher salary	\$42,903	Up 6.8%	\$43,979	\$44,706
Professional development days/teacher	10.5 days	Up from 8.3 days	11.6 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	25.5 to 1	Up from 24.0 to 1	20.3 to 1	20.1 to 1
Prime instructional time	88.7%	Down from 89.3%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 100.0%	97.9%	98.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil*	\$7,153	Up 5.8%	\$7,020	\$7,097
Percent of expenditures for instruction*	56.9%	Down from 58.7%	64.2%	64.4%
Percent of expenditures for teacher salaries*	52.7%	Down from 53.3%	59.4%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

What a proud time to be a Bell Street Wildcat! Our Science Olympiad team once again proved their excellence by becoming SIX-time South Carolina State Champions. This is a tremendous feat for the team. Our Science Olympiad team is an excellent example of the commitment of parents, teachers, community members, and students working together towards a common goal. In May, our team competed at the National Science Olympiad competition at George Washington University in Washington, D.C. They finished 36th overall out of 60 teams. This is a twelve-place gain from last year's results!

This year also was an exciting time for the students, teachers, and entire community. Mrs. Rona Neely was selected as a finalist for the S.C. State Teacher of the Year. Mrs. Neely has taught at Eastside Elementary, M. S. Bailey Elementary, and most recently at Bell Street Middle School. What a wonderful honor for Mrs. Neely, Bell Street Middle School, Laurens School District 56, and the community of Clinton!

Our students had the opportunity to participate in single-gender groups each week through our CAATS (Clubs, Activities, Advising, and Testing) time. Each Friday students were led in activities such as step team, school plays, drum corp, scrapbooking, football, basketball, Builder's Club, and cooking clubs. In a partnership with the Presbyterian College football team, 40 of our boys participated in a mentoring program during their CAATS time. We had many positive responses from students and teachers in regards to CAATS time this year and plan to expand the program during the 2008-2009 school year.

We provided additional opportunities for students to receive academic support this year. Through our morning homework center, afterschool tutoring sessions, Classworks Lab, and mentoring programs we were able to serve many students who needed extra assistance. Every three weeks, student progress reports were sent home to parents along with monthly school newsletters to increase communication from the school to our families.

Bell Street Middle School has much to be proud of as a school and a part of our community. Are you proud to be a Wildcat? I know I am.

Maureen S. Tiller, Principal
Michele Knighton, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	247	101
Percent satisfied with learning environment	88.1%	62.8%	66.3%
Percent satisfied with social and physical environment	88.1%	68.8%	59.6%
Percent satisfied with school-home relations	64.3%	81.0%	66.3%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 12 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.3%	0.0%	No
Student attendance rate	94.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	514	99.8	42.6	36.1	17	4.3	29.5	40.9	48.2	No	Yes
Gender											
Male	256	99.6	54.7	30.6	12.2	2.4	22.4	36.7	41.7	N/A	N/A
Female	258	100	30.5	41.6	21.8	6.2	36.6	45.1	55	N/A	N/A
Racial/Ethnic Group											
White	266	100	35.1	37.1	20.6	7.3	36.7	50.6	60	No	Yes
African American	229	99.6	51.1	35.1	12.9	0.9	21.3	27.9	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	12	100	50	40	10	0	10	34.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	101	99	90	8.9	1.1	0	1.1	12.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	60	40	0	0	0	25	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	353	99.7	51.1	35.6	12.7	0.6	20.2	30.9	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	514	99.8	32.2	44.7	14.3	8.8	33.8	40.9	45.8	No	Yes
Gender											
Male	256	99.6	37.6	39.2	13.1	10.2	31	42.1	45.6	N/A	N/A
Female	258	100	26.7	50.2	15.6	7.4	36.6	39.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	266	100	24.6	43.5	17.3	14.5	44.4	52.3	59	Yes	Yes
African American	229	99.6	41.8	45.8	10.2	2.2	19.6	24.5	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	12	100	20	60	10	10	60	50	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	101	99	74.4	22.2	3.3	0	5.6	11	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	20	60	20	0	60	43.8	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	353	99.7	39	48.3	8.8	3.9	24.5	30.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	383	99.7	39.3	33.5	15.5	11.6	27.1	27.5	35.7	94.7	95.6
Gender											
Male	195	99.5	44.3	28.1	14.6	13	27.6	30.1	37.4	94.2	95.3
Female	188	100	34.1	39.2	16.5	10.2	26.7	24.8	33.8	95.3	95.8
Racial/Ethnic Group											
White	203	100	31.9	32.4	17.6	18.1	35.6	35.9	49.2	94.4	95.3
African American	163	99.4	49.1	36.5	10.7	3.8	14.5	14.1	17	94.9	95.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95.2	95
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	42.3	24.9	98.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	96.1
Disability Status											
Disabled	73	98.6	85.9	9.4	4.7	0	4.7	8.6	14	91.9	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	42.9	24.4	98.1	97.6
Socio-Economic Status											
Subsidized meals	259	99.6	48.1	34.4	12	5.4	17.4	18.9	21.1	94.1	95.1

Social Studies

All Students	382	99.7	55.9	32.5	5.8	5.8	11.6	22	34	94.7	95.6
Gender											
Male	189	99.5	57	30.2	6.1	6.7	12.8	25.7	36.6	94.2	95.3
Female	193	100	54.9	34.8	5.4	4.9	10.3	18.4	31.3	95.3	95.8
Racial/Ethnic Group											
White	198	100	46.8	37.6	7.5	8.1	15.6	28.5	44.5	94.4	95.3
African American	170	99.4	66.3	27.7	3.6	2.4	6	12.9	19.1	94.9	95.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.2	95
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.5	98.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	96.1
Disability Status											
Disabled	77	98.7	88.2	8.8	2.9	0	2.9	9.4	14.4	91.9	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	22.7	27.3	98.1	97.6
Socio-Economic Status											
Subsidized meals	270	99.6	66	27.7	3.2	3.2	6.3	14.4	21	94.1	95.1

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	253	100	45.2	35.7	14.9	4.1	19.1
	8	286	100	36.8	44.4	15.9	2.9	18.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	251	99.6	39	38.1	18.6	4.2	22.9
	8	263	100	46	34.1	15.5	4.4	19.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	253	99.6	31.5	44.8	14.5	9.1	23.7
	8	286	100	36.8	45.1	12.6	5.4	18.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	251	99.6	26.7	48.3	12.3	12.7	25
	8	263	100	37.3	41.3	16.3	5.2	21.4
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	252	100	40.7	31.1	12.4	15.8	28.2
	8	144	100	36.5	37.2	18.2	8	26.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	251	99.6	38.6	34.3	14.4	12.7	27.1
	8	132	100	40.8	32	17.6	9.6	27.2
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	252	100	54.4	27.4	7.9	10.4	18.3
	8	144	100	46	43.9	9.4	0.7	10.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	251	99.6	56.8	30.1	5.1	8.1	13.1
	8	131	100	54.3	37	7.1	1.6	8.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample